

## Careers Programme 2021-22

At Spring Brook Academy and The Spring Board Project, we are committed to providing all learners with access to a high quality and stable careers programme. We strive to develop our young people and to prepare them for Adulthood. Creating meaningful futures for all underpins the careers programme with the individual at the heart of everything we do.

Our Trust's Mission at the heart of our school's mission

- Learning Together
- Learning for All
- Learning for Life

"Belief that all our pupils, whatever this background or ability will be successful and valued"

Every young person needs high-quality career guidance to make informed decisions about their future. Good career guidance is a necessity for social mobility: those young people without significant social capital or home support to draw upon have the most to gain from high-quality career guidance. <https://www.gatsby.org.uk/education/focus-areas/good-career-guidance>

Our Key Stage 3 careers programme focus at Spring Brook Academy is to:

- To **BUILD SKILLS** in learners through classroom careers learning and vocational pathways that highlight the relevance and importance of subject learning and build skills appropriate to future career options.
- To **GAIN QUALIFICATIONS** in specific pathways to support employment and future learning and to engage learners in education.
- To **EXPERIENCE WORK** by visiting a variety of workplaces to engage with external providers and relate education to working life.

	Aims	Build, Gain and Experience at SBU and SPT				Gatsby Benchmarks	CDI Framework
		All-Year Round	Autumn Term	Spring Term	Summer Term		
Year 7	Introducing Careers Education	<b>All Students</b> ✓ <b>Careers Assemblies:</b> <i>Visiting speakers</i> <i>Referencing attendance and link to future careers</i>  ✓ <b>Careers Workshops:</b> <i>Organised sessions with outside speakers and representatives from various institutions.</i> <i>Targeted for relevant classes</i>  ✓ <b>Careers Chat:</b> <i>Opportunity to have a careers appointment with a trained careers adviser</i>  ✓ <b>Enterprise projects:</b> <i>Opportunities for pupils to be involved in various enterprise projects related to curriculum subjects in and outside of school</i>  ✓ <b>Community engagement:</b> <i>Opportunities for all pupils to engage with local community facilities and infrastructure such as public transport, libraries, galleries, leisure facilities etc.</i>	<b>All Students</b> ✓ Introduction to Careers advisor and programme ✓ Taster sessions to explore 'making skills' - resistant materials, trade skills, basic D & T (Individualised to each pupil)	<b>All Students</b> ✓ Accessing the internet and introduction to blogging <b>Selected Students</b> ✓ 'making skills' - resistant materials, trade skills, basic D & T (Individualised to each pupil)	<b>All Students</b> ✓ Introduction to computer design skills and programming <b>Selected Students</b> ✓ 'making skills' - resistant materials, trade skills, basic D & T (Individualised to each pupil) ✓ Gaming, Screens, Sleep, and Gambling – Pros and Cons of Gaming, Game Well, Effects of Gambling, Importance of Sleep, Screen Time ✓ Developing skills and aspiration – careers, teamwork and enterprise skills, raising aspirations	1, 2, 3, 4, 5	1, 2, 3, 7, 8, 11
Year 8	Exploring Careers		<b>All Students</b> ✓ Introduction to web design and promotion <b>Selected Students</b> ✓ 'making skills' - resistant materials, trade skills, D & T, creation using various mediums (Individualised to each pupil)	<b>All Students</b> ✓ Positive footprints understanding money programme <b>Selected Students</b> ✓ 'making skills' - resistant materials, trade skills, D & T, creation using various mediums (Individualised to each pupil)	<b>All Students</b> ✓ Community and careers – Equality of opportunity in careers and life choices, different types and patterns of work, making vocational decisions for year 9. ✓ Vocational curriculum trial period and vocational 'interviews'.  <b>Selected Students</b> ✓ 'making skills' - resistant materials, trade skills, D & T, creation using various mediums (Individualised to each pupil)	1, 2, 3, 4, 5, 8	1, 2, 3, 4, 7, 8, 11
Year 9	Pathways and Opportunities		<b>All Students</b> ✓ Vocational curriculum pathways ✓ Employability skills and setting goals – career options, setting goals for KS4, employability and online presence  <b>Selected Students</b> ✓ 0161 project ✓ 'making skills' - resistant materials, trade skills, D & T, creation using various mediums, community projects (Individualised to each pupil) ✓ Enterprise projects – Cake bread studios	<b>All Students</b> ✓ Vocational curriculum pathways ✓ Financial decision making – saving, borrowing, budgeting and making financial choices.  <b>Selected Students</b> ✓ 0161 Project ✓ 'making skills' - resistant materials, trade skills, D & T, creation using various mediums, community projects (Individualised to each pupil) ✓ Enterprise projects – Cake bread studios	<b>All Students</b> ✓ Vocational curriculum pathways ✓ Transition visits to Spring Board facilities and partners. Discussion of relevant pathway choices for year 10.  <b>Selected Students</b> ✓ 0161 Project ✓ 'making skills' - resistant materials, trade skills, D & T, creation using various mediums, community projects (Individualised to each pupil) ✓ Enterprise projects – Cake bread studios	1, 2, 3, 4, 5, 6, 7, 8	1, 2, 3, 4, 7, 8, 10, 11, 12, 13

Year 10	Understanding the World of Work	<b>All Students</b> ✓ EBP Getting Ahead Conference	<b>All Students</b> ✓ SPWT Careers Fair ✓ EBP Mock Interviews (Head to Head) ✓ Work Experience (X Band)  <b>Selected Students</b> ✓ Deloitte Career Programme	<b>All Students</b> ✓ Work Experience (Y Band) ✓ EBP Getting Ahead Conference ✓ SPWT Science Summer School ✓ Curriculum Enhancement Day	1, 2, 3, 4, 5, 6, 7, 8	4, 5, 6, 7, 8, 9, 10, 11, 12, 13
Year 11	Post-16 Destinations	<b>All Students</b> ✓ Post-16 Career Interviews	<b>All Students</b> ✓ SPWT Careers Fair ✓ Post-16 Career Interviews ✓ Mock Interviews (Head to Head)	<b>All Students</b> ✓ Post-16 Career Interviews  <b>Selected Students</b> ✓ Morgan Stanley Personal Branding Workshop	1, 2, 3, 4, 5, 7, 8	4, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17
Year 12	Exploring Post-18 Options	<b>All Students</b> ✓ CV Surgery and Review	<b>All Students</b> ✓ SPWT Careers Fair ✓ Work Experience  <b>Selected Students</b> ✓ Deloitte TMT Challenge	<b>All Students</b> ✓ Science Summer School ✓ Curriculum Enhancement Day	1, 2, 3, 4, 5, 6, 7	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 14, 15
Year 13	Post-18/Higher Education	<b>All Students</b> ✓ Post-18 Career Interviews	<b>All Students</b> ✓ SPWT Careers Fair ✓ Post-18 Career Interviews	<b>All Students</b> ✓ Post-18 Career Interviews	1, 2, 3, 4, 5, 7, 8	4, 7, 8, 9, 10, 11, 13, 14, 15, 16, 17

\*Please note that we also offer a range of internal and external ad-hoc career activities and events that occur in addition to the above throughout the academic year.

\*This careers programme can be accessed on the school website at:



## Gatsby Benchmarks

Benchmark	Description
<b>1. A stable careers programme</b>	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers and employers.
<b>2. Learning from career and labour market information</b>	Every pupil, and their parents, should have access to good-quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.
<b>3. Addressing the needs of each pupil</b>	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be tailored to the needs of each pupil. A school's careers programme should embed equality and diversity considerations throughout.
<b>4. Linking curriculum learning to careers</b>	All teachers should link curriculum learning with careers. For example, STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.
<b>5. Encounters with employers and employees</b>	Every pupil should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.
<b>6. Experiences of workplaces</b>	Every pupil should have first-hand experiences* of the workplace through work visits, work shadowing and/or work experience to help their exploration of career opportunities, and expand their networks.
<b>7. Encounters with further and higher education</b>	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.
<b>8. Personal guidance</b>	Every pupil should have opportunities for guidance interviews with a careers adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made. They should be expected for all pupils but should be timed to meet their individual needs.

## CDI Framework

Developing yourself through careers, employability and enterprise education	
<b>1. Self-awareness</b>	Individuals who realistically appraise their qualities and skills, roles and responsibilities, values and attitudes, needs and interests, aptitudes and achievements are better able to understand themselves, make informed choices and relate well to others. Self-awareness is essential for nurturing self-esteem, identity, and personal and mental wellbeing.
<b>2. Self-determination</b>	Self-determination or self-regulation promotes personal autonomy, self-efficacy and personal agency. It boosts hope, optimism, adaptability and resilience. Self-determination empowers individuals to aspire and achieve.
<b>3. Self-improvement as a learner</b>	Self-improvement sustains positive attitudes to learning throughout life. It fosters the skills of planning, review and reflection. Understanding what they have learned, what they need to learn next and how they learn best enables individuals to continue to improve
Learning about careers and the world of work	
<b>4. Exploring careers and career development</b>	Career exploration expands individuals' horizons for action and awareness of opportunities. An understanding of career processes and structures enables individuals to make sense of their own careers, understand the career experiences of others and contribute in important ways to the career wellbeing of others.
<b>5. Investigating work and working life</b>	Investigating people's changing experiences of work enables individuals to understand the meaning and purpose of work in people's lives. They learn what constitutes good or decent work and how to find it for themselves.
<b>6. Understanding business and industry</b>	Understanding different sizes and types of business organisation, why they are organised as they are and how they view success enables individuals to prepare for employment and to appraise the contribution of business and industry to community, social and economic life.
<b>7. Investigating jobs and labour market information (LMI)</b>	Individuals need to know how to access, analyse and act on relevant, objective and up-to-date job and labour market information when thinking about careers, employability and enterprise. They also need to know how to protect themselves from subjective and biased information.
<b>8. Valuing equality, diversity and inclusion</b>	Individuals need to share in the commitment to equality, diversity and inclusion as a British and international value. By countering stereotyping, discrimination and prejudice, individuals can realise their own ambitions and help others to do the same.
<b>9. Learning about safe working practices and environments</b>	Learning about safe working practices and environments helps individuals to keep themselves and others healthy and safe at work.
Developing your career management and employability skills	
<b>10. Making the most of careers information, advice and guidance</b>	Individuals need to learn how to recognise, access and make effective use of trustworthy sources of information, advice and guidance which are offered on a one-to-one or small group basis, both online and in person. This includes being actively involved in identifying their needs and how they can be met.
<b>11. Preparing for employability</b>	Preparing for employability is about enabling individuals to gain the skills and experience they need to get, maintain and make progress in employment or self-employment including networking, negotiation and self-advocacy and staying healthy.
<b>12. Showing initiative and enterprise</b>	Showing initiative and enterprise is about helping individuals to make the most of their opportunities, manage risk-taking and demonstrate drive and determination, especially in a business sense.
<b>13. Developing personal financial capability</b>	Being able to calculate and compare the costs and benefits of different living, education, training and employment options, considering any financial support that may be available, is an increasingly important skill for individuals to develop. They need to know how to make budgeting and financial planning decisions about spending, borrowing, saving and investing to safeguard their economic well-being now and in the future. Personal financial management is part of citizenship at KS3 & 4 and interpreting and solving problems in financial contexts is part of maths at KS3 & 4.
<b>14. Identifying choices and opportunities</b>	Individuals need to know how to identify and investigate possible choices, progression pathways and qualifications that are in their best interests to consider. This includes being able to respond effectively to unforeseen or unplanned choices and opportunities.
<b>15. Planning and deciding</b>	Individuals need to know how to make and carry-out carefully-considered and negotiated decisions and plans. This also involves showing persistence and resilience to cope with chance events and any unintended consequences of their decisions and plans.
<b>16. Handling applications and interviews</b>	Promoting themselves in a way that attracts the attention of selectors and recruiters, as well as managing the applications process, requires that individuals develop a range of self-presentation and marketing skills including the use of digital and social media. This also requires that they develop strategies to cope with set-backs and disappointment.
<b>17. Managing changes and transitions</b>	Transition confidence and preparedness help individuals to make successful moves such as changing schools, going to university or starting an apprenticeship or employment. Reviewing and reflecting on previous transitions can help individuals to develop the psychological resources to cope with future transitions.

## Our Careers Programme and Partnerships Explained

<b>Skills Builder Programme</b>	The Skills Builder Careers Tutor Time Programme is being introduced as part of the wider curriculum. The aim is to ensure that our pupils have the opportunity to build a set of essential skills that colleges, universities and prospective employers require from a candidate.
<b>START Careers Platform</b>	All students will have access to the START profile, a platform that will help them to make more informed decisions about future study and career options and support the transition from education to employment. Some useful areas for students to use on START include: <ul style="list-style-type: none"> <li>- Job Profiles: includes information such as qualifications needed for a particular job role, interactive activities and live vacancies. It also uses the student's profile to let them know whether their skills/ratings match the job they are looking at.</li> <li>- What to Study: provides possible options and choices for future study</li> <li>- Where to Learn: a map-based search for colleges/universities as well as qualifications and subjects in certain areas</li> <li>- World of Work and Employability: Web links to websites/brand partners/articles</li> </ul>
<b>IntoUniversity Programme</b>	This programme provides young people with the support they need to succeed in school, improve their employability and achieve their ambitions.
<b>Prince's Trust Mentoring Programme</b>	Mentoring programmes join students up with volunteers from a wide variety of careers/organisations to bolster their engagement in their classroom learning. Students are provided with the opportunity to work with a mentor on a variety of subject areas, ranging from soft skill development to support in GCSE options and various pathways.
<b>Prince's Trust Enterprise Challenge</b>	The Enterprise Challenge is a national competition that allows our Year 9 students to understand business concepts and they can apply them in the real world. The challenge builds confidence and raises aspirations.
<b>Pathways Event</b>	SPWT is committed to ensuring that students in Year 9 are given tailored advice and guidance on choosing their Key Stage 4 Pathway in a manner that extends thinking to future careers and ambitions. The QMUL Pathways event is designed to provide parents and students with the opportunity to prepare for this important milestone in their careers.
<b>Work Experience (Year 10 &amp; Year 12)</b>	As part of St Paul's Way Trust School's robust careers programme, and in line with Gatsby Benchmark 6, all students will take part in work experience in both Year 10 and Year 12. Our students have previously gained placements at: Morgan Stanley, NHS, Queen Mary University of London and Bank of America. Students are supported in their work experience journey by industry experts and corporate volunteers.
<b>Career Interviews</b>	Students are entitled to the opportunity to meet with a qualified and professional careers adviser for tailored and impartial information, advice and guidance on post-16/ post-18 options and next steps.
<b>Morgan Stanley Financial Literacy Programme</b>	Business mentors carry out workshops in order to support our students to become more financially literate and equipping them with the knowledge they will need to make smart financial choice in the future.
<b>Morgan Stanley Personal Branding Workshop</b>	Students are invited to interviews when applying to sixth form/college/university and the vast majority of students will be invited to a job interview in the future. Therefore, we invite employers and business volunteers into the school to support our students in presenting themselves during interviews and other professional encounters.
<b>Morgan Stanley Employability Programme</b>	Workshops held for selected students to help raise their awareness about employer expectations and the world of work.
<b>Careers Fair</b>	An opportunity for encounters with a range of employers, further education providers, universities and more. Students are able to ask questions first hand, take advantage of free resources and access to useful information, establish professional relationships, and also discuss potential future opportunities.
<b>Education Business Partnership – Aim2Attain Programme</b>	Aim2Attain is aimed at higher achieving Year 8 students and consists of four workshops held at a chosen organisation. The objective is to maximise student's post-16 and post-18 opportunities (alternative to University).
<b>Deloitte TMT Challenge</b>	Challenge programmes are designed to raise aspirations and provide opportunities for students to work in teams, supported by volunteer coaches/mentors, to come up with a range of creative and viable business/enterprise ideas to pitch to a panel of judges. Examples of Challenges that the school have been involved in include: The TMT Challenge (Deloitte), Enterprise Challenge (The Prince's Trust), The Schools Challenge (Imperial College London and J.P. Morgan)
<b>Deloitte Career Programme</b>	Selected students are provided with the opportunity to engage in workshops and activity days with Deloitte volunteers on a variety of subject areas, ranging from soft skill development to post-16 support.
<b>Mock Interviews</b>	At St Paul's Way Trust School, we understand the importance of preparing our students for the demands of working life. Many students are invited to interviews when applying to sixth form/college/university and the vast majority of students will be invited to a job interview in the future. Therefore, we invite employers and business volunteers into the school to hold one-to-one or group interviews which resembles a real interview.
<b>Science Summer School</b>	Hosted by Professor Brian Cox OBE, Science Summer School offers students an exciting and unique opportunity to explore the world of STEAM (Science, Technology, Engineering, Arts, and Mathematics) through TED-style talks by leading scientists and practical workshops. Students in Years 8, 9, 10, 11 and 13 will participate in either Science Summer School or Curriculum Enhancement Day.
<b>Curriculum Enhancement Day</b>	A variety of exciting trips are planned for students to get them to reflect on their future. Therefore, they will visit a university and/or an organisation for an introduction to higher education and/or employment. Please note, students in Years 8, 9, 10, 11 and 13 will participate in either Science Summer School or Curriculum Enhancement Day.
<b>Education Business Partnership Getting Ahead Conference</b>	Delivered by the Education Business Partnership, the Getting Ahead Employability Conference involves volunteers helping students in Year 10 to work through various activities, covering key skills and employability concepts such as employer expectations, applying for a job, creating CVs and interview skills.
<b>J.P. Morgan/Imperial College - The School's Challenge</b>	Challenge programmes are designed to raise aspirations and provide opportunities for students to work in teams. Students selected to take part in The School's Challenge would work in teams to create innovative prototypes and poster boards developing great teamwork skills and gaining insight into careers in STEM.